

Concepciones que explican el comportamiento agresivo ***Conceptions that explain aggressive behavior***

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Resumen: Se exponen las principales concepciones que sustentan la atención a los comportamientos humanos, sistematizadas con reflexiones críticas vinculadas a la posición dialéctico materialista en torno a la orientación psicopedagógica para atender las manifestaciones del comportamiento agresivo de escolares primarios.

Palabras clave: Comportamiento humano; Conducta agresiva; Agresividad; Orientación psicopedagógica

Abstract: The main conceptions that sustain attention to human behavior are presented, systematized with critical reflections linked to the materialist dialectical position around the psychopedagogical orientation to address the manifestations of the aggressive behavior of primary school children.

Keywords: Human behavior; Aggressive behavior; Aggressiveness; Psychopedagogical orientation

The phenomenon of human behavior in different contexts has been a concern of society for many years, and so is the science in particular the behavior of schoolchildren in schools and society in general.

It is a problem for many teachers how to give attention to school children with manifestations of emotionally dissociated behaviors, deviations from attention, or other manifestations of aggressive behavior that do not constitute behavioral disorders..

The theme of aggressiveness has been addressed in the clinical and pedagogical order in different research projects and from different theoretical positions. Since 1980 they have been directed to educational environments as possible causal factors, Betancourt and González, (2007) propose:

“A new perspective opens up in all these studies "and continue:

It can be said that there are unquestionable advances: to be directed to obtain data that propitiate the structuring of a preventive and non-segregationist integral attention, to give quick and

massive answers that avoid the generalization of the problem and favor an early attention, and are based on Pedagogical approaches and Psychological attention to diversity, with a humanistic orientation ... Among the factors that must be considered to obtain higher achievements in perspective scale points out among others the level of intentionality, insufficient study on the potential for change in scholars and studies in relationship with the intervention in the school setting. (p 63)

Child aggressive behavior is considered a complex phenomenon, with multiple factors that contribute to different manifestations. Personal variables related to aggressive behavior include temperamental characteristics (neuroticism, impulsivity, and search for sensations). The theories of social psychology explain the causes of this phenomenon from the view of the individual as part of a group.

The theory of social learning of Bandura (1987) presupposes that aggressive behavior does not depend on hereditary or physiological patterns but on the influence of the environment surrounding the student and learning through observation and imitation. The stalker would justify his aggressive behavior through moral thoughts and judgments, which Bandura calls (1987) the moral disconnection.

From the position of social learning, aggressive behavior usually occurs at home, school and community, and this causes clinically significant deterioration of social, academic or work activity, so it is necessary to understand the basic mechanisms that cause and regulate such behavior.

The social learning model pays special attention to external, measurable and observable behavior, especially its expression in terms of the external determinants present in the social context where the learning concept acquires a relevant place.

It conceives that behavior is incorporated, eliminated or modified by imitation, based on the principle of discriminative learning and its transition to a conception that recognizes and values the internal variables, thought and emotion in the determination of human behavior, most recent on the self-esteem conceived as the strength of convictions about personal effectiveness where the expectations that people have of themselves and their performance are privileged, is reformulated to the cognitive social.

It considers the human being an active entity that seeks selectively and creatively, the information it needs to self-regulate its behavior according to the established conscious purposes, with the limitation to this author's criterion of not considering the internal conditions especially those that serve as physiological basis and premises for the materialization of so-called mediation process

The sociological theory of Durkheim (1961) interprets aggressive behavior as a "normal" response to a bad environment which would be the cause of violence. To which the internal is also absent. To these environments (a complex element in time and space) that cause violence, Bronfenbrenner (1987) calls them systems, and organizes their influence on the development of human behavior. The family and the school are environments of socialization where children reformulate their judgments, values and attitudes, and develop as people within a society.

For Bronfenbrenner (1987) family, school and friends are microsystems, and the relationship between them would form the mesosystem. They also influence from the television and the work of the parents (exosystem), to the legislation and organization of society (macrosystem). From which can be explained the origins of aggressive behavior, initiated at the center of the system, the individual, extending to their infinite relationships and influences of other systems. The intrafamilial relationship is the first and most direct that affects the child. It is the first socializing system. A family climate disorganized, authoritarian, violent, without rules, permissive and dependent can teach the child to behave aggressively to achieve their goals.

The school is the second socializing microsystem where values, norms, social skills and communication skills are learned. An extreme educational style (very violent or very permissive) would help the promotion of aggressiveness because it is at school where family patterns begin to reproduce. Mutual collaboration between teachers and adequate communication are elements that the school must manage to minimize aggression, considering that both the child's personality and the group conformation are in full development. These systems must be well connected and interrelated for personal and group satisfaction. In this the community context is not recognized.

Tajfel's theory of social identity (1984) refers to aggression based on the conflicts between groups, the processes of categorization and social comparison, and the social norms that regulate relationships within the group and between groups. Here the participants of the aggressive environment are denoted: aggressor or victimizer, attacked or victim, and the

observer. Not only does the aggressor require attention in an aggressor's condition, says this author, but the aggressor and observer also need to be subject to psychopedagogical guidance.

Psychoanalytic conceptions consider that aggressiveness is an instinctive behavior of the human being, motive force of psychic development, these unwanted situations of violence are present in every family, because in every human being there exist from the early childhood tendencies and aggressive impulses that arise in the relationship with the similar and that must be discharged, because the impossibility of unloading these impulses generates displeasure.

These conceptions presuppose a fatalistic and biological deterministic criterion, without taking into account the social determinism of the psychic, limiting the possibility of teaching and education to influence in the development of the personality, its content, structure and functioning, which is carried out through introspection to figure out the inner man.

They are expressed in the Psychodynamic model sustained in the work of Sigmund Freud, according to Roca (2006, page 32), it focuses on the study of psychological dynamisms, those that from within, intrapsychic, will determine human behavior giving its direction, content and intensity.

Roca continues stating: "Characteristic of the psychodynamic approach is the search for the causal factors of people's current behavior, the analysis involves going to the roots, in the internal psychodynamic is the cause of current behavior (...)" (p. 32).

Psychoanalytic conceptions, according to Bernstein, cited by Roca (2006) "pay too much attention to the negative side of human character ... they do not devote enough attention to (1) the inherent possibility of growth that people have and (2) the influences of society and culture about behavior "(pp. 34-35).

Although they contribute to the study of human behavior, they take extreme positions that, when reflected in their psychodynamic model, reflect a closed character to what Roca (2006) points out:

(...)the role of the unconscious in the determination of people's behavior and subjectivity is indisputable, but it is debatable whether man is a blind servant of the unconstructive designs of structures and does not have the potential to consciously direct his activity according to goals consciously established ... (pp. 35-36)

Behaviorism generated the classical conditioning, operant, qualifying the procedures and styles of work of teachers in their eagerness to address the manifestations of deviant behavior in schoolchildren. This theory points to the acceptance of the validity of the principles of learning and modification of behavior through the increase of the repertoire of desirable behaviors, or the reduction of the contrary, using reinforcement or punishment, of Pavlov's classic conditioning and the operant of Skinner.

The behavioral psychotherapeutic system responds to this conception and influences the non-Marxist humanist, the cognitive-behavioral, and the systemic, the latter to a lesser extent and who maintains influences in the application in the clinical order where students due to their difficulties in aggravating terms appear as patients, and in case studies that have multidisciplinary character.

The behaviorist conception according to Fontes (2006), is marked by his perception of the human being and its role in the reality that lives especially in education.

On the other hand, Skinner (1988) and his followers, propose:

Teaching is to provide knowledge and information, valuing the child with a passive, receiver, who is not given the opportunity to express opinions, value, create; in this way the value of the experience accumulated by humanity is ignored and it is unknown that man from his earliest childhood assimilates this experience. (p.10)

This author is accused of influencing the forms of reeducation for minors with behavioral disorders by conceiving the child as a reactive being, manipulated by external stimuli, without taking into account the intrinsic motivations of the human being, without understanding his psychological behavior, denying the dialectical and real determinism of human behavior.

In this regard, Roca (2006) points out:

Among the essential postulates of the model is the measurability of human behavior, it is pointed out that only what is susceptible of being registered in one or another objective measurement scale is worthy of being scientific, so that its focus is on manifest behavior , ... its emphasis on the investigation of the acquisition, maintenance, modification or elimination of behavior. His interest in objectivity privileges the search for evidence, both for the therapist and for the patient, that show that he has achieved the purposes of psychological intervention. (p 38)

Psychosocial theories include environmental-reactive perspectives that understand violence as a response to a conditioned stimulus to which adverse affects are associated as a positively reinforced response in the environment surrounding the organism, and socio-affective as an imitation of reinforced alien behaviors. According to these environmental theories, aggressive behavior is produced by blocking a goal that activates the emotional sphere, with frustration appearing as the cause of the aggression.

The socio affective perspective emphasizes social experience without denying the biological component and understands violence as a desire for destruction, as an attack on others because they represent us in what we are, and for this reason we have to deny ourselves and punish us.

The phenomenological model holds that the human being is much more autonomous than those that the previous models postulate, and calls for a psychology of well-being and the realization of man, recognizes the potential existing in people for development and human growth, and its self-regulation and responsibility with life and destiny.

Consequently, Roca (2006) states that: The Phenomenological model emphasizes free will, considering the internal, phenomenological world of people as the most important determinant of their behavior ..., thus paying more attention to strengths than to weaknesses and inadequacies, hence its purpose, more than the elimination of distress and psychological unrest, be the looking for well-being and personal fulfillment. (p 42)

This model is from a humanist perspective, but it is not interested on the past of people, focuses its attention on the future from the present and this basically makes lose the incidences of the preceding causes, an issue that is indispensable in my opinion. I agree with Roca that he neglects the possible significance of unconscious motivations, the role of circumstances, real limitations and patterns of reinforcement, and the role of the biological in the determination of human behavior.

The socio-historical, cultural and humanist conception developed by Vigostky (1987) and his followers, the integrating theory of all knowledge related to the understanding of man, constitutes perhaps the most complete construction in the explanation of the genesis of the human psyche, and between its great merits has to lay down the basis for the development of modern psychology and pedagogy.

The laws, categories and fundamental postulates enunciated by Vigostky revolutionized psychological and pedagogical thought because they were a dialectical negation of the knowledge of his time. The genetic law of development, of social mediation, the dynamic law of the development or social situation of development, as well as the relations of these with fundamental categories, is guidelines for understanding and intervening in human behavior, particularly in the manifestations of aggressiveness.

According to the genetic law of development, the psychic function appears twice, first as something social, between people, in an intersychological plane, and later as something psychological, inside the subject itself, in an intrasychological plane, expression of the dialectic of the internal and the external. A condition for the development of an enhancer formation to occur according to Arias, (2002) cited by Fontes (2006) is that:

The subject itself becomes another of itself, the climax of the development of higher psychic functions is behavior, with self-development, self-awareness, self-education, the individual begins to become aware of their own behavior and begins to develop in an independent way. (p 21)

In the interactive process that takes place in the school and in the family, in the activity and communication relationships of the child with his or her surroundings, feedback is given by the own experience and the valuation of the others, their values that guide and contribute to the self-regulation of their behavior; the child learns to accept or reject those activities or relationships that contribute to satisfy or not their needs, to incorporate new needs that guide their behavior, and to observe the compliance or not of rules and social rules.

The dialectical unity between the affective and the cognitive are in the process of communication. Vigostky (1987), cited by Fontes (2006), analyzes the essential role of experiences in the configuration of subjectivity, and emphasizes communication as the way through which experiences are made objective by proposing "the conscience of man is a social conscience that is formed in communication, an element of a lot of etiological and therapeutic implication in the alterations of behavior "(p.22).

In this process of formation as a whole, the cognitive and the affective - volitive sphere grow and become configured in a process of self - movement from the inferior to the superior, from the simple to the complex, leading to the appearance of the new (the psychological formations

where the integration of the cognitive and the affective is reflected), until achieving the self-regulation of their behavior, of the personality.

Another important contribution of Vigostky is his conception about the zone of proximal development, which has a special meaning for the diagnosis and intervention in minors with behavioral alterations due to the possibilities of these children to assimilate the help and transfer it to new situations.

Vigostky's theories contribute to determine a clinical, pedagogical, social and psychological approach in the diagnosis and intervention of these children, which takes into account the pedagogical group functioning as a therapeutic unit and in close interrelation with the family and the community, in which the educational process is organized, not from the defect, but from the potential of the student.

The different models and concepts are today referring to the daily work that takes place in schools, other institutions and family education. The study of these by the teachers must contribute to their preparation to achieve the distinction of the marked behavioral problems constituted in stable disorders of the situational aggressive behaviors, to perfect the system of psychopedagogical orientation, and to take advantage of the potential existing in the students for their confrontation in the corrective preventive order from the position of development in which the different contexts are involved.

A scientific deployment in this order will undoubtedly reveal the concreteness of the dialectic in the solution of the problem in expression of its principles of determinism, development and universal concatenation, as well as its laws of unity and struggle to the contrary, of qualitative changes to quantitative and vice versa, and the negation of the negation, revealing the confrontation to the main causes that generate the lack of preparation for the psychopedagogical guidance of schoolchildren with aggressive behaviors, and the possibility of facing new conditions for work in school and from this to the family.

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